Nhadia Guzman

W.H.E.R.E.T.O. Framework

***W-*** The students will know what they will be learning because they will have input and choices of the different regions of the US that they wish to learn. Their assigned region will be based on their order of choice. The knowledge that they will be learning from that particular region will derive from their interest as well as important aspects that everyone should know if regards to that region. The students will not only become deeply knowledgeable in their assigned region but also in the rest of the US regions, which they will learn from their peers educating them. Learning particular aspects of societies within these regions as well as other factors is important so that if they were to visit those areas they will have firsthand knowledge of the culture and traditions within that region. This is important so that they will not be bias or judgmental towards that particular society because they will understand why that particular society became to be who and what they are and symbolize. They will conduct extensive research and report on it using any method they see adequate for the region of their choice; they will also receive knowledge from their peers in reference to other areas. They will be evaluated based on accuracy of content, appropriate behavior in regards to group work, equal participation and input, and mode of delivering information of their region to the class.

***H-*** I will begin the unit with an activity of connecting facts to particular regions of the U.S. as part of the K of our KWL chart, this will hopefully get them thinking about things they do and don’t know. Following this activity I will show a video <http://www.youtube.com/watch?v=uLxLs-QhXs0&feature=related>, which briefly exposes them to facts from all 5 regions. This video will assist them in drawing their interest in choosing the region they would like to uncover. I will also read *The Trail of Tears* by Joseph Bruchac to get students interested in researching Native American cultures within each region. The resource packet for each group will have historical fiction and non-fiction books that will hopefully draw students into wanting to uncover different aspects of their region.

***E-*** I will model to the students’ ways in analyzing sources, ways to conduct proper research. Students will be able to gain a deep understanding of why societies within each region have the qualities they do, why they eat the food they do, understand their customs and culture based on key historical events. Students will experience the gratification of not only knowing factual events within their region but understand how those aspects came to be.

***R-*** Students will be presenting information not only to their peers but to either other classes or parents. These presentations (which place the students as the center focus and teacher) will require students to not only think, but rethink about the information they want to convey. They will provide information to their audience and will have to support those facts with reasons to “why”. For example, students could state that a particular region has certain foods in their culture because those are the only types of produce that the geographical features and weather allow for that particular region to grow, and in turn they have adapted that into their customs.

***E-*** self-evaluation will be a guiding process through the course of the unit. As I meet with each group throughout the week I will guide them with questions such as what do you really understand about that particular aspect of the region? Or to discuss anything that may still be confusing to them. These discussions will be made with the teacher as well as with other students within the group. Another important question would be to ask if anything they learn has changed their perspective about that particular region or state?

***T-*** The activities will be tailored to all the students primarily with having choices. Students will choose their own way of presenting the information, they will be able to contribute to their group based on their particular strengths such as writing, drawing, maybe playing an instrument to demonstrate music within that region, or cook to bring in a dish of the region.

***O-*** Students will be guided and given ideas in which they may go about their research. It will be up to them to choose what will work best for them. This particular unit will allow students to deconstruct and reconstruct ideas and opinions. They will gather information that will have to be analyzed and then reorganized in a way that makes sense to them in order to convey that information to their peers. A flowchart will be utilized to guide students learning to scaffold their ideas, questions, and research in a way that will assist them when time comes to present what they have uncovered and learned.